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ABSTRACT

A study examined the results and effectiveness of a pilot Reading Recovery program in New Hampshire. Fifteen New Hampshire school districts, including 29 different schools, participated in the first year of the program (school year 1990-91). A total of 223 first-grade children identified as being at risk of reading failure were served. Of these, 168 children were included in the analysis since they had completed 60 lessons or were discontinued (had achieved success) from the program. Pre- and post-surveys were administered to assess the outcome of the program and the progress of each student. Results indicated that: (1) 157 of the 168 children (93%) successfully completed the program and were making at least average progress with regular classroom reading instruction; (2) the other 11 children made significant gains but not enough to reach the average of their class; and (3) the overall response of 92.9% of the 340 Reading Recovery teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery children who returned surveys was very positive and supportive. (Six tables and nine figures of data are included; a list of Reading Recovery teachers and schools for the 1990-91 year, the class roster for Reading Recovery in the 1991-92 year, and the end-of-year questionnaires for administrators, teachers in training, classroom teachers, and parents are attached.) (RS)

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Paul A. Fillion, Ed. D.
DIVISION OF INSTRUCTIONAL SERVICES
STATE OFFICE PARK SOUTH
101 PLEASANT STREET
CONCORD, NH 03301

August 29, 1991

His Excellency Governor Judd Gregg
and the Honorable Council
The Honorable Harold Burns, Speaker
of the House
The Honorable Edward Dupont, President
of the Senate
The Honorable Patricia Skinner and
Members of the House Education Committee
The Honorable George Disnard and
Members of the Senate Education Committee

I am pleased to transmit herewith the report on the results and effectiveness of the Pilot Reading Recovery Program in New Hampshire (Laws of 1989: 301). We would welcome the opportunity to meet with you to discuss this report and the future of Reading Recovery in New Hampshire.

Sincerely,

Paul A. Fillion

Paul A. Fillion, Ed.D.
Director, Division of
Instructional Services

PAF:HS:mg

Enclosure

cc: Members of the State Board of Education
Charles H. Marston, Commissioner of Education

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EXECUTIVE SUMMARY READING RECOVERY™ IN NEW HAMPSHIRE

Overview

Reading Recovery™ is a reading and writing program for first-grade children who are at risk of reading failure. This program was established in New Hampshire by Chapter 301, New Hampshire Session Laws of 1989.It accelerates progress in learning to read, bringing students into the average achievement range for their class in 12 to 20 weeks. It is proven effective with 80% of the students who receive Reading Recovery™ teaching. Extensive research conducted in New Zealand and Ohio shows that students maintain gains in the following years of school, making other interventions, such as retention-in-grade, special education for reading problems, or remedial reading, unnecessary. Thus, over time, not only is Reading Recovery™ an effective intervention, but also a lower-cost intervention.

Reading Recovery™ In New Hampshire

Organization of the Project

Reading Recovery™ came to New Hampshire through a bill sponsored in the Legislature by Senator Ralph Hough and Senator Susan McLane. In 1988, Philip Yeaton, Reading Director, and Clinton Cogswell, Principal, both of the Concord School District, and Helen Schotanus, Curriculum Supervisor, Primary Education/Reading, of the State Department of Education, had researched the program for proven outcomes and applicability to New Hampshire. Upon request, they provided the background information to the senators and to the Department of Education.

With the support of the House Education Committee, SB109 (Laws of 1989:301) passed the Legislature and was signed by the Governor. Philip Yeaton and Clinton Cogswell prepared the site application for submission to The Ohio State University. Christine Chase, of the Concord School District, and Ann Fontaine, of the Newport School District, applied to The Ohio State University to become Teacher Leaders. These applications were selected from the many submitted nationwide.

The Concord School District agreed to be the fiscal agent for one teacher leader and for the site. The Newport School District agreed to serve as fiscal agent for the other teacher leader. Each district granted a two-year leave of absence to the teacher leader. The Concord School District installed a one-way glass with a sound system at Kimball School to accommodate the Reading Recovery™ classes.

Ann Fontaine and Christine Chase spent the 1989-90 school year in Ohio studying to become Teacher Leaders. They successfully completed the year of intensive course work and supervised practice.

In preparation for the 1990-91 school year, the Bureau of Instructional Services of the Department of Education sent Reading Recovery™ Teacher Application Forms to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. Thirty-three applications were submitted. Thirty applicants were fully qualified and had the commitment of their school district. As a result, each Teacher Leader had a class of 15 Reading Recovery™ Teachers in training starting in August 1990.

Fifteen different New Hampshire school districts, including 29 different schools, participated. (See Table 1 for list of districts.) Each school agreed to release the Reading Recovery™ teacher from all other duties half a day, every day, all year, in order to teach Reading Recovery™. In some cases, the person was in a Chapter 1 position, in others, the teacher was the reading specialist for the school, in still others the teacher was a learning disabilities specialist, and in some cases the teacher was a classroom teacher sharing a position. All 30 teachers successfully completed the Reading Recovery™ course. Of these, 29 will be teaching Reading

Recovery™ during the 1991-92 school year. Unfortunately, one teacher had to move out of state on short notice.

In preparation for the 1991-1992 school year the Bureau of Instructional Services again sent applications to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. The Bureau received 47 applications, of which 46 were qualified.

At the request of the North Country Superintendents, the department arranged to have one class held in Jefferson. The other class will be held at the Kimball School in Concord. A special grant from Chapter 1 funded the installation of the required one-way glass and sound system in the Jefferson Elementary School. Chapter 1 funds will also assist with the increased cost of the teacher leader's travel to Jefferson. One class involves extra travel time, and both teacher leaders must be available to provide continuing contact to previously-trained Reading Recovery™ teachers. Therefore, 21 new teachers were accepted into the program for 1991-1992. They represent 14 school districts and 19 schools. (See Appendix B for the list of teachers and schools in the 1991-1992 class.) Their accomplishments will be reported in the Year II Report.

During 1991-1992, a special grant from Chapter 1 is being used to send another New Hampshire teacher to The Ohio State University to learn to be a Reading Recovery™ teacher leader. Thus, in 1992-1993 there will be three New Hampshire Reading Recovery™ teacher leaders available to meet the needs of the growing number of New Hampshire schools which are interested in implementing Reading Recovery™. Additional state resources will be needed to fund, at an increased level, the training component of this program. The involvement of the state is extremely important since it brings Reading Recovery™ teacher training within the geographic and financial reach of New Hampshire's school districts. For fiscal year 1991, approximately $120,000 of state funds were used to support the training component of this program. At the same time, local districts contributed more than $1 million to this effort to cover the salary and benefits of the teachers in training as they received instruction in the program and worked with students.

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Question #1: What proportion of Reading Recovery™ Program children successfully completed the program?

Of the 168 Reading Recovery™ Program children at the New Hampshire Site, 157 successfully completed the program and are making at least average progress with regular classroom reading instruction. This number represents 93% of the program population.

Question #5: What was the progress of the other children?

The other 11 children, representing 7% of the program population, made significant gains but not enough to reach the average of their class.

Question #6: What informal responses to the Reading Recovery™ Program were made by Reading Recovery™ teachers, teachers in training, administrators, other teachers in the building, and parents of Reading Recovery™ children?

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 340 surveys were distributed to Reading Recovery™ teachers, classroom teachers, administrators and parents. There was a collective return rate of 92.9%.

The following are representative comments made by:

In Training Reading Recovery™ Teachers

"I feel that I have a working knowledge of the reading process. Not only what at-risk readers can't do, but what good readers innately do. I have also learned how to bridge the gap between the two."

"I have seen children who had very few skills really take charge of their own learning. They are quite confident of their abilities. I have also taken charge of my own learning, have changed as a teacher and realize that it isn't over yet ... I'll be learning more each time."

"The most interesting part has been the detailed record keeping. It has been a very valuable tool for discovering what needs to be taught, the child's strength and his progress. I've enjoyed seeing the 'before' and 'after' testing results."

Classroom Teachers

"I see very specific, tangible results, more consistent than with traditional remediation."

"Not only has their reading ability progressed and brought to grade level, their confidence and ability has carried over to other areas of the curriculum, namely writing and spelling."

Administrators

"It's been a great asset for us this year. Educationally its a giant missing piece of the puzzle that will help make us a great school."

"Because of Reading Recovery™, our students have accelerated in their reading performance. They are able to take advantage of the learning opportunities that are provided in the classroom. Without Reading Recovery™, our students probably would have remained in the low achieving group."

"I wish we could serve more kids."

Parents

"Reading Recovery™ has helped my child gain confidence, not only in reading, but in other areas of learning as well. It has been an excellent means of correcting a learning difficulty early in a child's schooling."

"I feel the program made the difference between my child making it in school or not. It was that important and effective."

"This program is worth every cent spent on it. I hope that it can continue so other children can learn to love books the way my kids and I do."

"My child went from not being able to read one sentence to reading complete books. His reading potential is endless now that he has had the extra help to get him started. When I was going to school they did not have these programs and I had reading problems which ended up in me dropping out. I am very pleased to see that my child received the help that he needed early in life. I believe that without this program he too in years to come would have got frustrated and dropped out of school. Thank you for this program."

Table 1
Status of All Children Served by the New Hampshire Site 1990-1991

District	Total Served	Program Children	Discontinued	% of Program Children Discontinued
Campton	8	5	5	1.00
Concord	72	55	52	0.95
Conval	29	23	21	0.91
Derry	13	11	10	0.91
Franklin	7	5	4	0.80
Keene	7	5	5	1.00
Lebanon	14	9	8	0.89
Manchester	18	13	11	0.85
Mascoma	6	5	5	1.00
Milford	6	5	5	1.00
Monadnock	5	4	3	0.75
Newport	19	13	13	1.00
Portsmouth	6	5	5	1.00
Raymond	7	5	5	1.00
Rochester	6	5	5	1.00
TOTAL	223	168	157	0.93

THE READING RECOVERY ™ PROJECT

New Hampshire

Pre-implementation Year 1989 - 1990

Implementation Year 1 1990 - 1991

THE READING RECOVERY™ PROJECT

New Hampshire
Pre-implementation Year 1989 - 1990
Implementation Year I 1990 - 1991

Introduction

Reading Recovery™ is an early intervention program designed to reduce reading failure. The purpose of this report is to provide information about the operation and the results of the Reading Recovery™ Project at the New Hampshire site during the first year of implementation with students. This year was preceded by a pre-implementation year during which two teacher leaders were trained at The Ohio State University and an appropriate classroom was outfitted.

BACKGROUND OF THE PROJECT

Reading Recovery™ is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources. The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure. Reading Recovery™, which was developed and initiated by New Zealand educator and psychologist, Marie M. Clay, provides a second chance in reading for young children who are at risk of failure in their first year of reading instruction. Individually administered diagnostic procedures (Clay, 1985) are used to identify children in need of special help. Intervention procedures (Clay, 1985) are then individually tailored to help a failing child become a successful reader.

New Zealand Research

Results of the program (Clay, 1979) (Clay, 1982) in New Zealand indicate that "at risk" children make accelerated progress while receiving the individual tutoring. After an average of 12 to 14 weeks in the program, almost all Reading Recovery™ children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

Rationale for Early Intervention

Good readers and writers develop early. Retention and remediation, accompanying several years of failure, do not enable children to catch up with peers so that they can function productively in school or later on in society. Clay's (1982, 1985) research revealed that poor readers develop ineffective strategies that persist and may hinder their reading progress and block further learning. Poor readers experience problems in other areas of learning and usually have diminished confidence and low self-esteem. The longer a child fails, the harder remediation becomes. Using early intervention, before failure is established, can reduce problems later in school.

Research has demonstrated that "at risk" children can be identified by trained teachers (Clay, 1985). Simple, individually administered tests, developed by Clay, predict which first graders are "at risk" of reading failure. The test results provide the teachers with information on the child's strengths and some specific areas where instruction is needed. The instruction helps children to "untangle" their confusions and to learn to read and write better. Even these initially low achieving children can, with special instruction, make accelerated progress. The more children read and write, the more independent they become. Early intervention facilitates and expedites this process.

Program for Children

Roaming Around the Known

The first two weeks of Reading Recovery™ are called "Roaming Around the Known." The Diagnostic Survey shows the teacher what the child can do and gives him/her a point of departure. During the "In the Known" period, the teacher provides the child with opportunities to become fluent and flexible with what he/she already knows, thus, building a firm foundation on which the teacher can begin. Instruction is built on the child's strengths.

Reading Recovery™ Lesson

The program targets the poorest readers in the class. In addition to their regular classroom activities, children are provided one-to-one lessons for 30 minutes each day by a teacher specially trained to help children develop effective reading strategies. During the lesson the child is consistently engaged in holistic reading and writing tasks. Each lesson includes reading many "little" books and composing and writing a story. Every day the child is introduced to a new book, which he/she will be expected to read without help the next day. Writing is part of every lesson. Through writing, children develop strategies for hearing sounds in words and for monitoring and checking their own reading. The program continues until the individual child has developed effective strategies for independent literacy learning and can function satisfactorily with the regular classroom reading instruction without extra help. Then, the intervention is "discontinued" and another child is given an opportunity to participate in Reading Recovery™.

Materials for the Reading Recovery™ Project

Approximately 2,000 "little" books are included in the Reading Recovery™ booklist. These books were selected because they provide support for young readers by using familiar language patterns within the framework of a predictable story. Books are organized into 20 levels of difficulty. Teachers use these levels as guides, but they must also consider their assessments of each reader's strengths and needs when they select the daily new book. Readers do not go through the same series of books. No child needs to read every book designated at every level. Instead, each child's reading material is different and is specially selected for him or her.

From levels 1 through 20, books increase in complexity and difficulty. There is no "magic" level which a child must reach before being discontinued. The level depends on the time of year, the general level of the whole class of children and the teacher's analysis of the child's reading strategies. For a more detailed discussion of books, see Vol. 3 Reading Recovery™ Research Report, Columbus, Ohio Year 1.

Other materials used in Reading Recovery™ are pencils or slim markers and paper that is bound into a blank "writing book." Teachers also make use of magnetic alphabet letters and an upright, magnetic chalkboard; however, those materials are used to support reading and writing rather than for isolated drill. The largest proportion (over 90%) of Reading Recovery™ time is spent reading books and writing stories which are then read. Thus, the major materials are books, pencils, and paper.

Teacher Inservice Program

To implement Reading Recovery™, teachers need special training over the period of one year; however, no time is lost in providing services to children. As teachers receive training, they simultaneously implement the program with children. Through clinical and peer-critiquing experiences guided by a skilled teacher leader, teachers learn to use diagnostic techniques and teaching procedures for conducting lessons. Extensive use is

made of a one-way glass for observing the training lesson. Teachers become sensitive observers of children's reading and writing behaviors and develop skill in making the moment-to-moment analyses that inform instruction

READING RECOVERY™ IN NEW HAMPSHIRE

Organization of the Project

Reading Recovery™ came to New Hampshire through a bill sponsored in the Legislature by Senator Ralph Hough and Senator Susan McLane. In 1988, Philip Yeaton, Reading Director, and Clinton Cogswell, Principal, both of the Concord School District, and Helen Schotanus, Curriculum Supervisor, Primary Education/Reading, of the State Department of Education had researched the program for proven outcomes and applicability to New Hampshire. Upon request they provided the background information to the senators and to the Department of Education.

With the support of the House Education Committee, SB109 (Laws of 1989:301) passed the Legislature and was signed by the Governor. Philip Yeaton and Clinton Cogswell prepared the site application for submission to The Ohio State University. Christine Chase, of the Concord School District, and Ann Fontaine, of the Newport School District, applied to The Ohio State University to become Teacher Leaders. These applications were selected from the many submitted nationwide.

The Concord School District agreed to be the fiscal agent for one teacher leader and for the site. The Newport School District agreed to serve as fiscal agent for the other teacher leader. Each district granted a two-year leave of absence to the teacher leader. The Concord School District installed a one-way glass with a sound system at Kimball School to accommodate the Reading Recovery™ classes.

Ann Fontaine and Christine Chase spent the 1989-90 school year in Ohio studying to become Teacher Leaders. They successfully completed the year of intensive course work and supervised practice.

In preparation for the 1990-91 school year, the Bureau of Instructional Services of the Department of Education sent Reading Recovery™ Teacher Application Forms to all superintendents, principals of elementary schools, and Chapter 1 directors during the month of February. Thirty-three applications were submitted. Thirty applicants were fully qualified and had the commitment of their school district. As a result, each Teacher Leader had a class of 15 Reading Recovery™ Teachers in training starting in August 1990.

Fifteen different New Hampshire school districts, including 29 different schools, participated. (See Table 1 for list of districts.) Each school agreed to release the Reading Recovery™ teacher from all other duties half a day, every day, all year, in order to teach Reading Recovery™. In some cases, the person was in a Chapter 1 position, in others, the teacher was the reading specialist for the school, in still others the teacher was a learning disabilities specialist, and in some cases the teacher was a classroom teacher sharing a position. All 30 teachers successfully completed the Reading Recovery™ course. Of these, 29 will be teaching Reading Recovery™ during the 1991-92 school year. Unfortunately, one teacher had to move out of state on short notice.

Children in the Project

Of those students identified for Reading Recovery™, 223 were served in New Hampshire during the 1990-91 year. Previous experience and research indicates that 60 lessons comprise the minimum amount of time that could be considered a program in Reading Recovery™. Some children will take longer than that period to achieve success (be discontinued); others will be discontinued within a shorter time; however, 60 lessons

represents a good estimate of the average time needed for a program. "Program" children are therefore defined as those children who receive at least 60 lessons or are discontinued from the program. At this site, 168 program children were served and are included for analysis in this report (see Table 1).

Table 1
Status of All Children Served by the New Hampshire Site 1990-1991

District	Total Served	Program Children	Discontinued	% of Program Children Discontinued
Campton	8	5	5	1.00
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Keene	7	5	5	1.00
Lebanon	14	9	8	0.89
Manchester	18	13	11	0.85
Mascoma	6	5	5	1.00
Milford	6	5	5	1.00
Monadnock	5	4	3	0.75
Newport	19	13	13	1.00
Portsmouth	6	5	5	1.00
Raymond	7	5	5	1.00
Rochester	6	5	5	1.00
TOTAL	223	168	157	0.93

Teachers

Criteria for selection of teachers were: (1) at least three years of teaching experience; (2) experience at the primary level: and (3) recommendation of the building principal, administrators and/or other teachers. These were the stated criteria. Districts recommended personnel and the N.H. Department of Education made the final selection. (See Appendix A for a list of teachers and schools in the Reading Recovery™ Program.)

Responsibilities of Teachers

Teachers had several responsibilities: (1) to teach four Reading Recovery™ children in one half of each day; (2) to fulfill other school district responsibilities in the other half of each day; (3) to complete Reading Recovery™ record keeping; (4) to attend and participate in weekly teacher training classes the first year of training; (5) to attend inservice classes five to six times per year during the years after initial training; (6) to provide demonstration teaching at least 2 times during the training year and to provide demonstration teaching on a rotating basis during the years after initial training; and (7) to collect test information as guided by teacher leaders.

Daily Reading Recovery™ tutoring involved four 30 minute individual sessions. Teachers kept careful records of each child's work. For each daily lesson, the record included; (1) books read for familiar reading; (2) strategies used or prompted in reading; (3) the running record book attempted independently, with analysis involving accuracy level and self-correction rate; (4) word analysis attempted by the child or instructed by the teacher; (5) the story composed and written by the child; and (6) general comments on reading or writing behavior. Each week, the teacher added to the list of words the child could write fluently and marked the child's reading level and accuracy rate on a graph.

Training Class Description

Two training classes met once a week at the Concord training site. Classes began at 3:30 and ran at least two and a half hours. Each class consisted of 15 teachers. The classes met 13 times each semester.

Training classes included basic strategies for diagnosing and teaching children. Each teacher participated in "behind the glass" training lessons with a child while peers observed. described and analyzed behavior, and analyzed teaching decisions. Afterwards, the teacher discussed the training lesson with the group. Other class discussions revolved around reading assignments from The Early Detection of Reading Difficulties, Second Edition (Clay, 1985) and Reading: The Patterning of Complex Behavior, Second Edition (Clay, 1979), Beginning to Read (Adams, 1990) and selected articles on literacy development. In addition, each Reading Recovery™ teacher developed a comparison study of three first grade students.

Responsibilities of Teacher Leaders

Responsibilities of the teacher leaders included: (1) preparing for and teaching a one week summer workshop for teachers in training; (2) preparing for and teaching the evening class each week, during Fall and Spring semesters; (3) making site visits to each teacher in training; (4) monitoring progress of children taught by each teacher; (5) managing aspects of the program such as assignment of students and release of students from the program; (6) providing daily tutoring for Reading Recovery™ children; (7) attending the New England Reading Recovery™ conference in October; (8) attending the Ohio Reading Recovery™ Conference in February; (9) attending the four-day Teacher Leader Summer Institute held in June; (10) providing inservice

to school systems; (11) record-keeping; (12) sending data to Ohio State University throughout the year and acting as a liaison between the state project and the Ohio State University research staff; (13) completing a site report due in September; and (14) making presentations to school boards, administrators, parents, other teachers, etc.

University Involvement

The University of New Hampshire granted six graduate level credits for the teacher training course. Dr. Grant Cioffi acted as "instructor of record" for the course and made four presentations to the combined in-training classes. Dr. Cioffi consulted with the Teacher Leaders, offering on-going guidance and advice in the development of the course.

The Ohio State University Reading Recovery™ project staff acted as consultants on various aspects of the program. University personnel provided input and helped in problem-solving.

Technical Reports

The following technical reports, which describe the implementation of Reading Recovery™ in Ohio, and the follow-up studies, are available from The Ohio State University:

Vol. 3	Report of Reading Recovery™ in Columbus, Ohio-- Year 1 1985-1986
Vol. 10	Report of the Ohio Reading Recovery™ Project State of Ohio--Year 2 1987-1988
Vol. 11	Report of the Follow-up Studies--Columbus, Ohio --Reading Recovery™ Project 1985-1989
Vol. 12	Report of the Ohio Reading Recovery™ Project State of Ohio--Year 3 1988-1989

In addition, a monograph titled Reading Recovery™: Early Intervention for At-Risk First Graders is available from Educational Research Service, 200 Clarendon Boulevard, Arlington, VA 22201.

Tasks Accomplished During 1990 - 1991

The following presentations were made by Ann Fontaine.

"Overview of Reading Recovery™" K-3 teachers
Mt. Caesar School
Monadnock School District

"Overview of Reading Recovery™" - classroom teachers
ConVal School District
Peterborough, NH

"Teaching for Fluency in the Classroom"
K-3 and other support staff
New England Reading Recovery™ Conference

"Reading Recovery™ in NH - Future Plans"
North Country Superintendents
Lincoln, NH

Demonstrations Lesson and Book Selection Discussion - Representatives from
Silver Burdett, Ginn Co.

"Reading Recovery™ in NH"
Rotary Club
Newport, NH

"Teaching for Fluency in the Classroom"
Ohio Reading Recovery™ Conference

"Reading Recovery™ Lesson - Classroom Techniques"
K-3 teachers and support staff
Lebanon School District
Lebanon, NH

"Reading Recovery™ - Theory into Practice"
Classroom teachers and support staff
Keene School District
Keene, NH

Demonstration Lesson and Discussion
Maine Classroom Teachers
held in Newport, NH

Overview of Reading Recovery™ in NH
Chair of Senate Education Committee
held in Newport, NH

"Overview of Reading Recovery™ and Case Studies"
K-4 teachers and support staff
Newport School District
Newport, NH

"Reading Recovery™ - Theory into Practice"
Dartmouth College Education Class
Hanover, NH

Tasks Accomplished During 1990 - 1991

The following presentations were made by Christine Chase:

"Overview of Reading Recovery™" -Board of Education
Concord School District

"Teaching for Strategies" - for classroom teachers
Concord School District

"Administering the Diagnostic Survey" - K-2 teachers
Concord School District

"Analyzing Children's Reading and Writing Behaviors"
(5 sessions) K-2 teachers
Concord School District

"Teaching for Strategies in the Classroom"
Classroom teachers and other support staff
New England Reading Recovery™ Conference

Demonstration Lesson and Overview of Reading Recovery™ - Parents
Rumford School
Concord School District

"Teaching for Strategies" K-2 teachers and support staff
Allen School
Rochester School District

"Teaching for Strategies in the Classroom"
Ohio Reading Recovery™ Conference

"One Child's Progress through the Reading Recovery™ Program"
Education Subcommittee of NH Legislature
Legislative Office Building

"Teaching for Strategies" K-3 teachers and support staff
Lamprey River School
Raymond School District

"The Reading Recovery™ Lesson and Teaching for Strategies"
Classroom teachers Seacoast Educational Association
Exeter Jr. High School

Demonstration Lesson and Overview of Reading Recovery™
Plymouth State College
Education Theories Class

Tasks Accomplished During 1990 - 1991

The following presentations were made by Christine Chase and Ann Fontaine:

"Teaching for Strategies and Fluency in the Classroom"
Granite State Reading Council
Annual Conference

"Overview of Reading Recovery™" for teachers interested in participating in program (2 sessions)
State Department of Education
Concord, NH

Demonstration Lesson and Overview of Reading Recovery™
Teachers and Administrators
Merrimack School District

Demonstration Lesson and Overview of Reading Recovery™
N.H. Legislators
Kimball School
Concord School District

"The NH Reading Recovery™ Project"
Maine administrators and educators
Kimball School
Concord School District

RESEARCH REPORT

Year 1: 1990 to 1991

Research Plan

The objectives of the research plan were to gather data and information for the New Hampshire Site Report in order to address the six research questions, to identify specific strengths, and to work to improve areas of concern.

Definitions

The following are definitions for terms used in this report.

Reading Recovery™ Program Children are all children who received 60 or more lessons in Reading Recovery™ or who were discontinued from the program.

Discontinued Reading Recovery™ Children are those children who successfully completed the program and who were officially released during the year or who were identified as having met criteria to be released at the final testing in June.

Not Discontinued Reading Recovery™ Children are those children who had 60 or more lessons but were not officially discontinued (released) from the program for various reasons including moving from the school, not having time to complete a program before the end of school, being placed in another program such as special education, or not responding adequately to the program after twenty weeks of instruction.

Random Sample Children are those children who were randomly selected from the population of first grade children. Children who received any Reading Recovery™ lesson were deleted from the sample.

Site Random Sample Fifty-two children from the site were randomly selected. Class lists of all first grade children enrolled at schools with the Reading Recovery™ program were compiled. One total list was generated and used to randomly select 52 children. This total group provides a basis for determining an average range for comparison as a site average band.

The Diagnostic Survey is composed of six measures developed by Marie Clay. These measures are used to identify children who need Reading Recovery™ and to provide a basis for beginning Reading Recovery™ lessons.

Dependent Measures There are three dependent measures used for the study. These measures are from the Diagnostic Survey (Clay, 1979, 1985) and are described below.

Writing Vocabulary: Children were asked to write down all the words they knew how to write in 10 minutes, starting with their own names and including basic vocabulary and other words. While this measure had no specific ceiling, time available would eventually constrain the potential score.

Dictation: Children were read a sentence and asked to write the words. In scoring children were given credit for every sound represented correctly, thus indicating the child's ability to analyze the word for sounds.

Text Reading: Children were told the title of a selection(s) given a brief, standard introduction, and ask to read text materials in graded levels of difficulty. The child's text reading level indicates the highest level of text that he/she read at 90% or above accuracy.

Text materials in graded levels of difficulty were constructed for testing purposes. For the first level, the teacher reads WHERE'S SPOT? (Hill, Eric. Putnam, 1980). The child was asked to read on e page (no, no, no,.). Unsuccessful reading is level A, accurate reading is Level B. After the first level, passages from the Scott Foresman SPECIAL PRACTICE READING BOOKS were used to assess children's reading through level 24. Additional passages were selected from the Scott Foresman,1976 edition and the Ginn and Company (Clymer and Venizky, 1982) reading program for levels 26, 28 and 30. Level 30 is from the last selection of the Ginn 6th grade reader, Flights of Color.

These texts were used for testing and research purposes only. They were not the same as those materials used in Reading Recovery™ instruction and are not used as instructional materials in any first grade classrooms.

PROCEDURES

Selection of Children

Reading Recovery™ teachers asked the classroom teacher to alternate rank the children in the classroom from top to bottom. Children from the bottom 20% were given the Diagnostic Survey in September. From this group, four children were selected as the first to receive Reading Recovery™ lessons. The rest were placed on a waiting list to be picked up as an opening became available. Chapter 1 guidelines were followed in schools where teachers were a part of the Chapter 1 Program.

Data Collection

In September, the selected first grade children at each school were tested using the Diagnostic Survey. Waiting list children who entered the program during the year were retested using the complete Diagnostic Survey prior to entry into the program. Children who were discontinued were tested on Writing Vocabulary, Dictation, and Text Reading at the time of exit from the program.

Writing Vocabulary, Dictation, and Text Reading assessments were administered to all Reading Recovery™ children at the end of the school year in June. Pre and Post Diagnostic Survey results on these three dependent measures were used to assess the outcome of the program and the progress of each student.

A sample of first grade students was randomly selected from first graders at the New Hampshire site. Teachers administered three parts of the Diagnostic Survey, (Writing Vocabulary, Dictation, Text Reading) to determine a site random sample. This testing established an average range or average band of reading achievement levels of first graders at the site.

Research Questions

1. What proportion of Reading Recovery™ Program children were discontinued?

2. What was the progress of Discontinued and Reading Recovery™ program children?

3. What proportion of Discontinued and Reading Recovery™ Program children achieved end-of-year scores equal to or exceeding the average band of the (State/Site)?

4. What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

5. What was the progress of Not Discontinued Reading Recovery™ Program children?

6. What informal responses were made by teachers in training, administrators, other teachers in the building,parents of Reading Recovery™ children and the children themselves which reflect on the impact of the Reading Recovery™ Program?

RESULTS OF RESEARCH

Year 1: 1990 - 1991

Question #1: What proportion of Reading Recovery™ Program children were discontinued?

The decision to discontinue is carefully made in conjunction with the teacher leader. Decisions concerning whether or not children could be discontinued were made by examining a variety of data for each child: 1) highest level of text reading at 90% accuracy or better; 2) scores on two additional Diagnostic Survey assessments; Writing Vocabulary and Dictation; 3) reading behavior as shown in recent running records and the text reading tests; and 5) achievement in the classroom instructional program.

Question #1 Results:

Of the 168 Reading Recovery™ Program children at the New Hampshire Site, 157 were discontinued. This number represents 93% of the program population.

Question #2: What was the progress of Discontinued and Reading Recovery™ Program children?

Comparisons of September and June scores were made on the three measures of the Diagnostic Survey: 1) Writing Vocabulary, 2) Dictation, and 3) Text Reading Level, for both the Discontinued and Reading Recovery™ Program children.

Question #2 Results:

The following table (Table 2) summarizes the progress of the total discontinued group and the Reading Recovery™ Program children from September to June on all three measures of the Diagnostic Survey.

Table 2
Summary of Diagnostic Survey Scores for Discontinued Reading Recovery™ Children and Reading Recovery™ Program Children

Measure	Month of Testing	Discontinued Reading Recovery™ Children (mean)	Discontinued Reading Recovery™ Children (N=)	Reading Recovery™ Program Children (mean)	Reading Recovery™ Program Children (N=)
Writing Vocabulary	September June	5.74 47.50	125 155	5.56 46.39	134 166*
Dictation	September June	10.07 35.16	126 155	9.54 34.64	135 166*
Text Reading Level	September June	0.98 18.63	126 155	0.97 17.95	135 166*

* Two Reading Recovery™ children entered the program in mid-year and are not reflected on this table.

Question #3: What proportion of Discontinued and Reading Recovery™ Program children achieved end-of-year scores equal to or exceeding the site average band?

End-of-year scores on three measures of the Diagnostic Survey, (Writing Vocabulary, Dictation, and Text Reading Level) for Discontinued and Reading Recovery™ Program children were compared to a site average band. The average band was determined by calculating the mean for each of these three measures for a group of 52 randomly selected first grade students at the site. The average band was considered to be .5 standard deviations above and below the mean. In computing the average band children who had received any Reading Recovery™ Lessons were deleted from the sample.

Question #3 Results

The proportion of Discontinued children who achieved end-of-year scores equal to or exceeding the site average band ranged from a low of 82% for the Writing Vocabulary to a high of 97% for text reading. The proportion of Reading Recovery™ Program children who achieved end of year scores equal to or exceeding the site average band ranged from a low of 78% for the writing vocabulary to a high of 93% for dictation and text reading.

The following tables (Table 3 and 4) and figures (Figures 1, 2, 3) illustrate the end-of-year scores for Discontinued and Program children in comparison to the site average band.

Table 3

Proportion of Discontinued Reading Recovery™ Children Scoring Equal To or Exceeding the Average Band at End-of-Year Testing

Measure	Average Band	Number of Discontinued Reading Recovery™ Children Equal to or Exceeding Average Band	Proportion of Discontinued Reading Recovery™ Children Equal to or Exceeding Average Band
Writing Vocabulary	35.64 - 47.70	128	0.82
Dictation	29.87 - 35.79	150	0.96
Text Heading Level	11.74 - 20.22	153	0.97
Number of Discontinued Reading Recovery™ Children Tested in June = 157			

Table 4

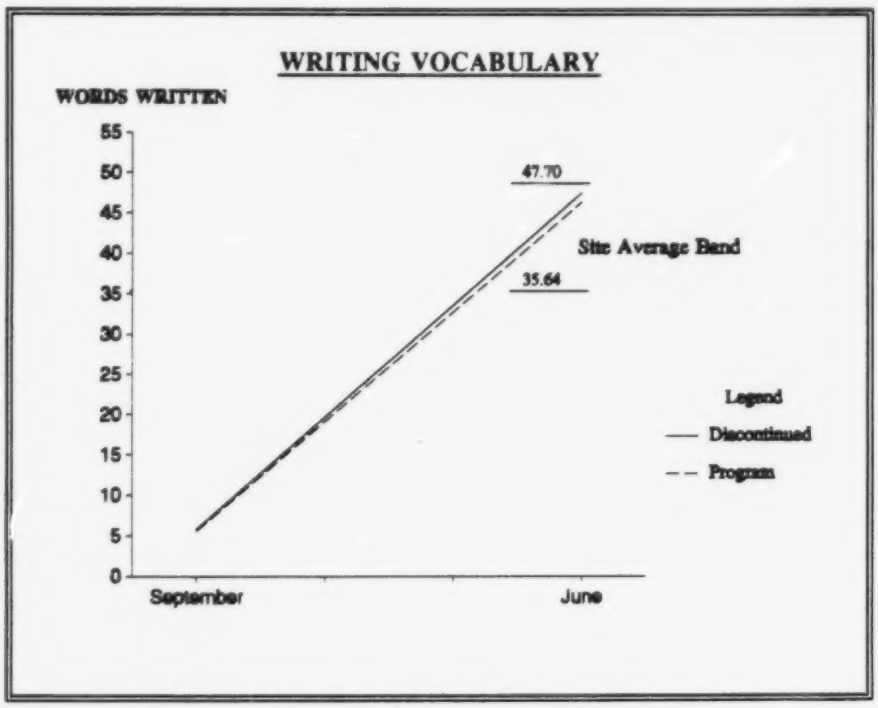
Proportion of Reading Recovery™ Program Children Scoring Equal To or Exceeding the Average Band at End-of Year Testing

Measure	Average Band	Number of Reading Recovery™ Program Children Equal to or Exceeding Average Band	Proportion of Reading Recovery™ Program Children Equal to or Exceeding Average Band
Writing Vocabulary	35.64 - 47.70	131	0.78
Dictation	29.87 - 35.79	156	0.93
Text Heading Level	11.74 - 20.22	156	0.93
Number of Reading Recovery™ Program Children Tested in June = 168			

Figure 1

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Writing Vocabulary

Writing Time Limit = 10 Minutes



WRITING VOCABULARY

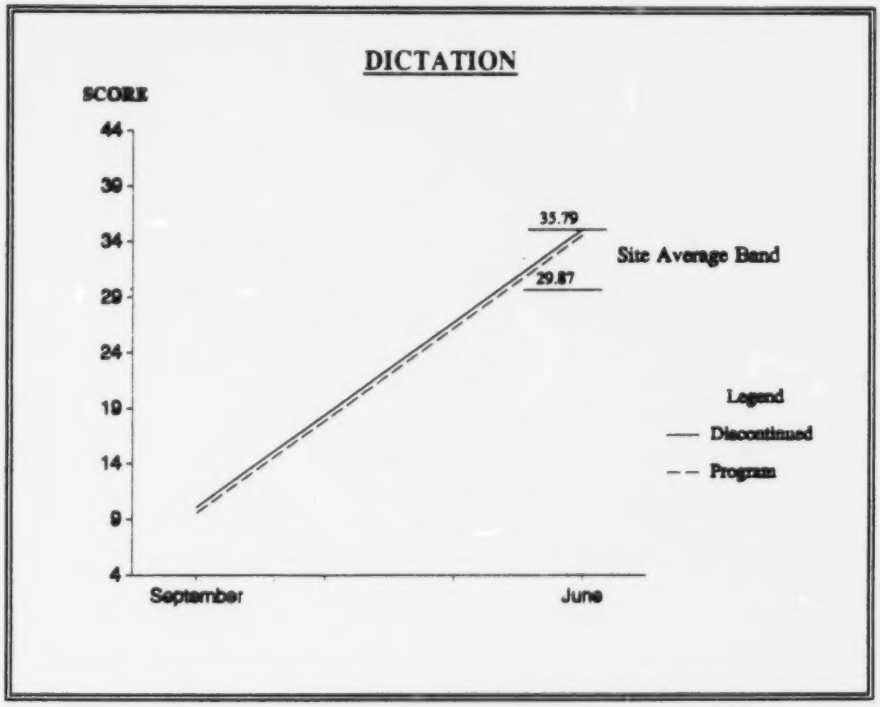
	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	5.74	47.50
Reading Recovery™ Program Children	5.56	46.39

Average Band Mean = 41.67

Figure 2

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Dictation

Highest Possible Score = 37



DICTATION

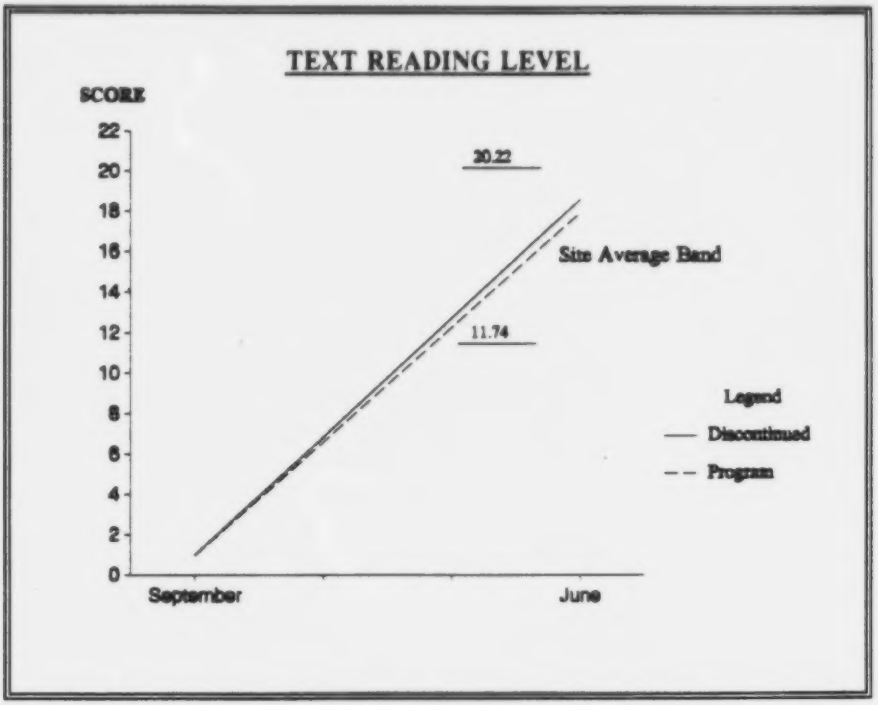
	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	10.07	35.16
Reading Recovery™ Program Children	9.54	34.64

Average Band Mean = 32.82

Figure 3

Progress of Total Discontinued Group and Reading Recovery™ Program Children on Text Reading Level

Highest Possible Score = 30



TEXT READING LEVEL

	Mean Scores	
	Sept	June
Discontinued Reading Recovery™ Children	0.98	18.62
Reading Recovery™ Program Children	0.97	17.95

Average Band Mean = 15.98

Discussion: Question #3 Results

As illustrated in Figures 1, 2, and 3 both Discontinued and Reading Recovery™ Program children attained scores which were well within the average band. On all three measures the Discontinued and Program children exceeded the mean score of the average band. Progress for both groups on Text Reading Level represents achievement at the beginning of the second grade reader level. The Reading Recovery™ levels 9 through 12 are within a primer range; levels 14 and 16 represent a 1.0 reader, 18 and 20 a second grade reader. The highest level, level 30, is a sixth grade level passage.

Past experience and follow-up studies have shown that discontinued readers at the end of first grade have developed a self-improving system and have the strategies to continue to make progress within or above the average in their classrooms.

Question #4:	What was the progress from entry through end-of-year testing for children discontinued from the program prior to April 1?

Entry, exit, and end-of-year scores for three measures of the Diagnostic Survey were compared for children who were discontinued at least six weeks prior to the final testing period. After being discontinued from Reading Recovery™, children received no further extra help but are expected to continue to make progress by independent reading and classroom instruction. Discontinuing dates and the number of lessons vary based on the individual child's progress; Therefore, the time of discontinuing is not specific and these scores are labeled exit on the graphs that follow.

Question #4 Results:

The progress of children discontinued prior to April 1 on three measures of the Diagnostic Survey are reported on Table 5 and illustrated in Figures 4, 5, 6.

Table 5

Progress of Children Discontinued Prior to April 1

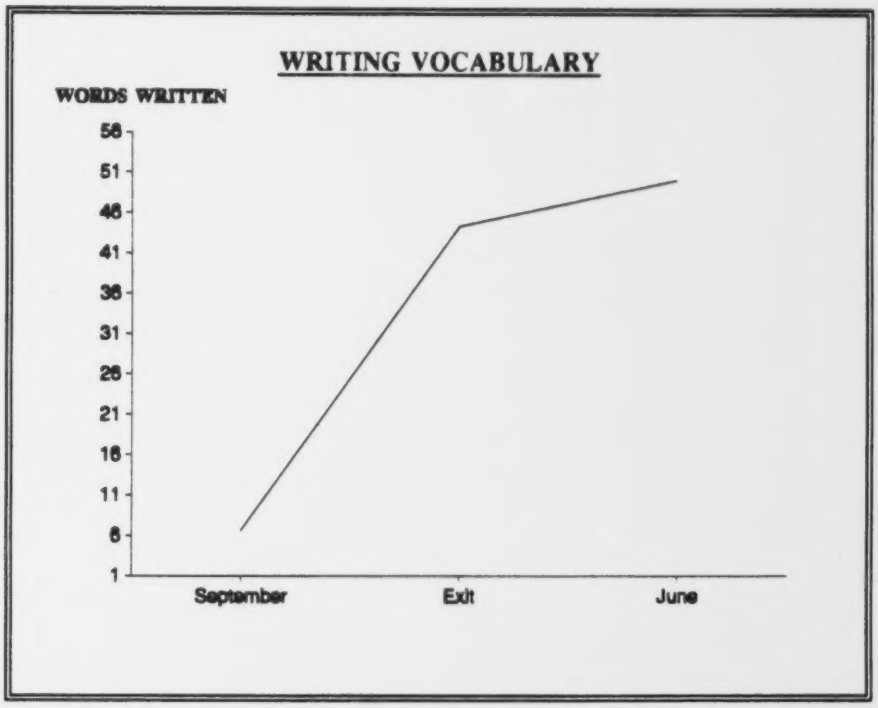
Measure	September	Exit	June
Writing Vocabulary (Max = 10 Minutes)	6.64	44.36	50.10
Dictation (Max = 37)	12 17	34.82	35.49
Text Reading (Max = 30)	1.21	14.88	21.27
	(N = 70)	(N = 73)	(N = 71)

A total of 73 children were discontinued prior to April 1. Seventy children were tested in September and discontinued prior to April 1. One child entered the program in December. Two children moved out of the district and were not available for the end-of-year testing.

Figure 4

Progress of Discontinued Children on Writing Vocabulary (Discontinued Prior to April 1)

Writing Time Limit = 10 Minutes



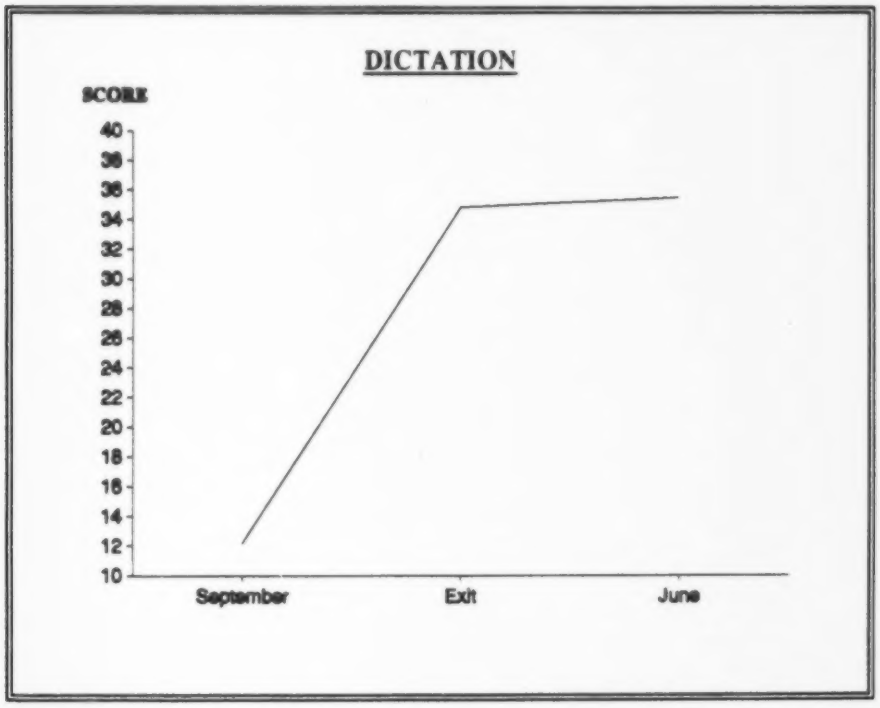
WRITING VOCABULARY

	Sept	Exit	June
Mean Scores Writing Vocabulary	6.64	44.36	50.10
N =	70	73	71

Figure 5

Progress of Discontinued Children on Dictation (Discontinued Prior to April 1)

Highest Possible Score = 37



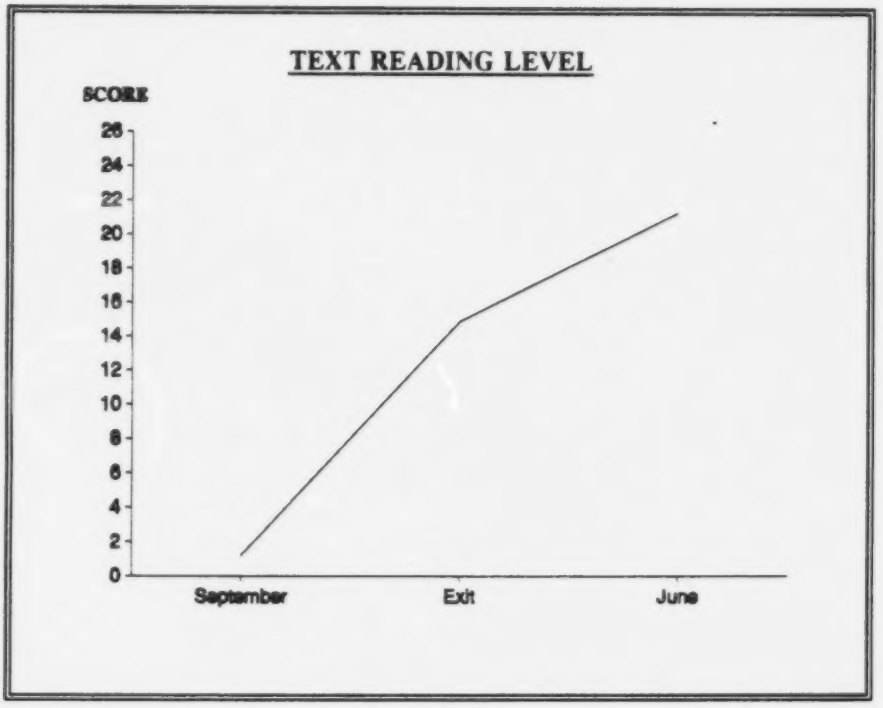
DICTATION

	Sept	Exit	June
Mean Scores Writing Vocabulary	12.17	34.82	35.49
N =	71	73	71

Figure 6

Progress of Discontinued Children on Text Reading Level (Discontinued Prior to April 1)

Highest Possible Score = 30



TEXT READING LEVEL

	Sept	Exit	June
Mean Scores Text Reading Level	1.21	14.88	21.27
N =	71	73	71

Children who have met the criterion of developing reading strategies to be considered discontinued prior to April 1st illustrate in the above figure the concept of a self-improving system. These children continue to make successful progress as they learn to read and improve their reading achievement by reading. These discontinued children achieved end-of-the-year scores exceeding the site average band on all three measures. Their text reading level score represents an end of grade two reading level. This progress was attained with an average of 55.77 lessons.

Question #5: What was the progress of Not Discontinued Reading Recovery™ Program children?

In previous years of the Reading Recovery™ program, teachers and teacher leaders have become aware of some children who receive 60 or more lessons but are not considered discontinued. However, improvement and progress can be noted for many of these students. To address question #5 pretest and post-test scores on three measures of the Diagnostic Survey were compared.

Question #5 Results:

Of the 168 Reading Recovery™ Program children 11 children were considered not discontinued. This number represents 7% of the program population.

The progress of the Not Discontinued Reading Recovery™ children is illustrated in the following table and line graphs.

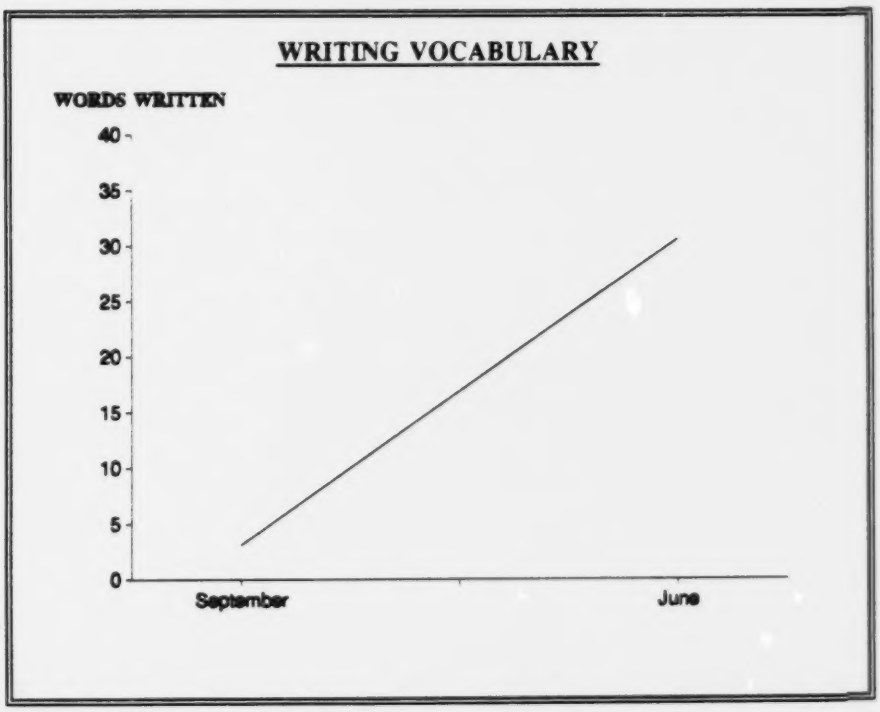
Table 6

Summary of Diagnostic Survey Scores
For Not Discontinued Reading Recovery™ Program Children

Measure	September June Testing	Not Discontinued Reading Recovery™ Program Children (Mean)	Number
Writing Vocabulary	September June	3.11 30.64	9* 11
Dictation	September June	2.11 27.36	9* 11
Text Reading Level	September June	0.78 8.45	9* 11
* Two Not Discontinued Reading Recovery™ Program children entered in mid-year and do not have September test scores.			

Figure 7

Progress of Not Discontinued Children on Writing Vocabulary
Writing Time Limit = 10 Minutes

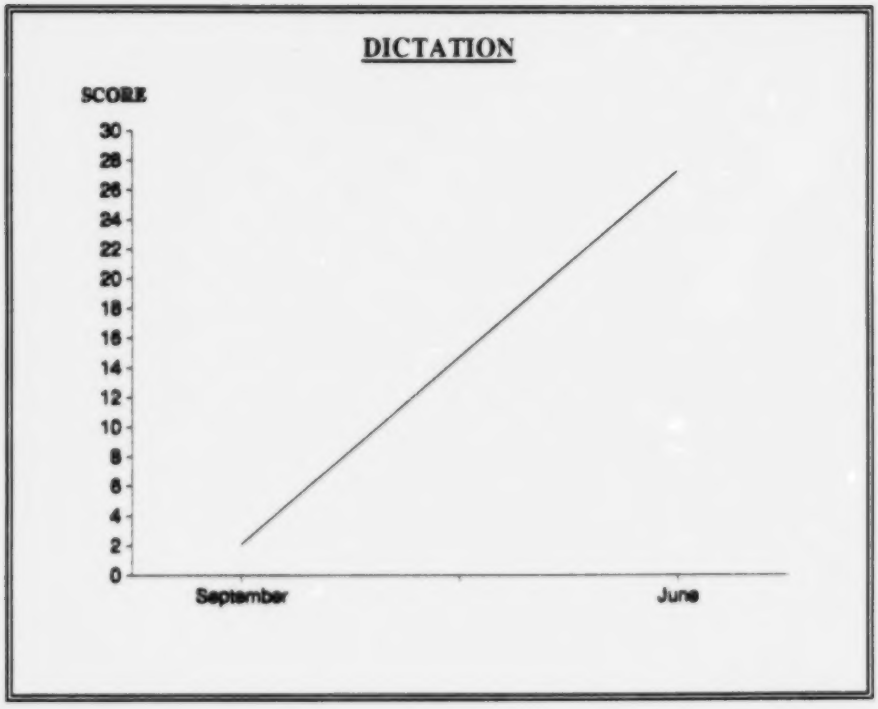


WRITING VOCABULARY

	Sept	June
Mean Scores Not Discontinued Reading Recovery™ Children	3.11	30.64
N =	9	11

Figure 8

Progress of Not Discontinued Children on Dictation
Highest Possible Score = 37

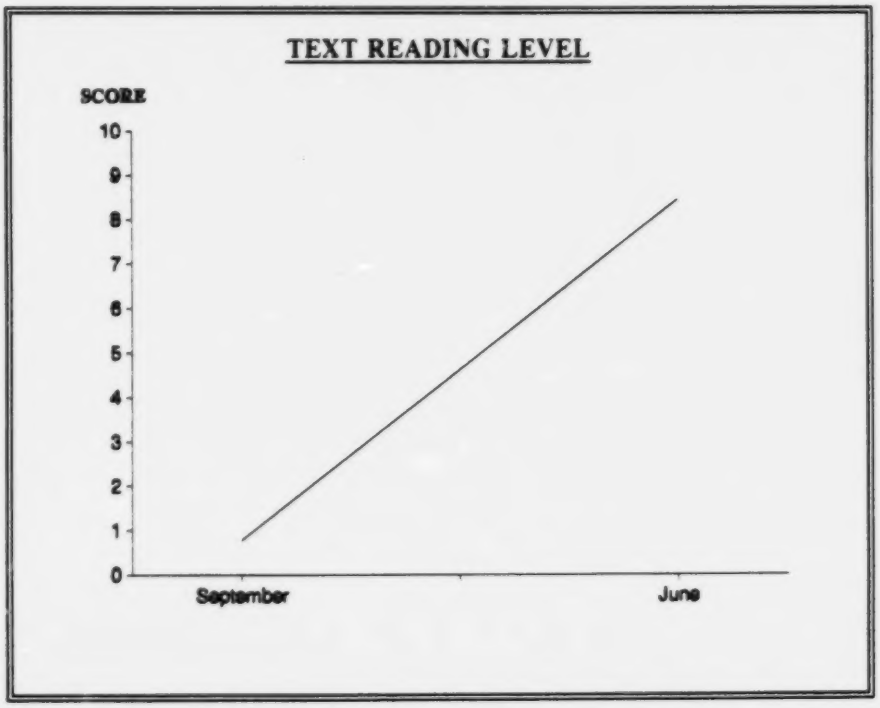


DICTATION

	Sept	June
Mean Scores Not Discontinued Reading Recovery™ Children	2.11	27.36
N =	9	11

Figure 9

Progress of Not Discontinued Children on Text Reading Level
Highest Possible Score = 30



TEXT READING LEVEL

	Sept	June
Mean Scores Not Discontinued Reading Recovery™ Children	0.78	8.45
N =	9	11

Discussion: Question #5 Results

Although these eleven children did not achieve end-of-the-year scores equal to the site average band, significant gains were made on all three test measures. These Not Discontinued Program Children received an average of 97 lessons. The following factors may have influenced their lack of accelerated progress:

1. Attendance
2. Teachers in training lacked experience working with the most difficult to teach children
3. Children needed additional or longer term educational services

Question #6:	What informal responses to the Reading Recovery™ Program were made by Reading Recovery™ teachers in-training, administrators, other teachers in the building and parents of Reading Recovery™ children?

The answer to this question was obtained by surveying Reading Recovery™ teachers, classroom teachers, administrators, and parents using individual surveys developed especially for that group. All answers were confidential. Copies of the individual surveys can be found in Appendix C.

Question #6 Results:

The overall response from all groups was very positive and supportive. It was generally indicated that the program was most beneficial and should be expanded. A total of 340 surveys were distributed to Reading Recovery™ teachers, classroom teachers, administrators and parents. There was a collective return rate of 92.9%. Following is the breakdown of distribution, return rate, and summaries of the surveys and comment by category.

In Training Reading Recovery™ Teachers

There were 30 surveys distributed to in-training Reading Recovery™ teachers. The return rate for in-training teachers was 30 of 30 or 100%. In-training teachers indicated they had learned a great deal about the reading process and the teaching of reading this year. The average growth on a scale of 1 (learned nothing) to 5 (learned a great deal) was 4.9. The in-training teachers indicated on the survey that their view of how children learn to read and write have undergone changes. They indicated that the Reading Recovery™ training has impacted their professional growth as a teacher in a very positive manner and will continue to help them improve and grow as teachers each year.

Following are sample comments from the survey about the reading process, the teaching of reading and how children learn to read and write.

> "I have learned to focus on teaching strategies rather than skills. I have learned to identify students' strengths rather than weaknesses and I have learned to teach for independence rather than dependence."

> "I have found that 'at risk' children can learn quickly how to read and write when kept in context and when they are always building on what they know to something new."

"I have learned that it is better to start with what a child does know and build on that, rather than concentrate on what a child doesn't know."

"To be able to teach a child what they need to know when they show they need to know it. To be able to follow the lead of the child and be supportive of their efforts."

"I now look at what children can do and take them from that level. I no longer look at isolated skills as helpful, but focus on strategies. Massive doses of praise for what a child does right is also an important part of my teaching."

"I understand the power of observation, using students strengths as a starting point, strategy level questioning, book selection option, and the role of fluency and phonics."

"I believe I see it as a process more clearly. I see the importance (and success) of supporting and teaching the use of all cueing systems."

"I feel that I have a working knowledge of the reading process. Not only what at-risk readers can't do, but what good readers innately do. I have also learned how to bridge the gap between the two."

"My view of the reading process has not really changed - but this year has affirmed my convictions."

"I have higher expectation in writing than the developmental unfolding allowed in process writing. I'm convinced practice doesn't make a better reader if the reader is practicing the wrong thing."

The teachers were asked to comment on the highlights of their training year. The following are representative responses.

"The highlight is seeing children 'at risk' reach the average of their class quickly and maintain that once back in the classroom. The children just feel great about themselves."

"Being able to see a low progress child, who is bilingual, go through the program in 47 lessons and ... (at the end of the year) she is still above grade level."

"The highlights have been class time and Behind the Glass. They were opportunities that were professionally the most productive time I have ever spent. Of course, working with the children and observing their development as readers and writers will also be a highlight. The first four students will always be remembered."

"The most interesting part has been the detailed record keeping. It has been a very valuable tool for discovering what needs to be taught, the child's strength and his progress. I've enjoyed seeing the 'before' and 'after' testing results."

"Discontinuing my first student. I had never seen such acceleration before. That first one proved that it was possible and motivated and encourage me as a teacher."

"I have seen children who had very few skills really take charge of their own learning. They are quite confident of their abilities. I have also taken charge of my own learning, have changed as a teacher and realize that it isn't over yet ... I'll be learning more each time."

In-training teachers were asked to comment on the least valuable experiences of the year. The following comment is representative of 50% of the responses:

> "It is not possible to discuss the least valuable experience. Even the painful parts - the paper, behind the glass, etc. were profitable to me, both as a teacher, and as a person."

Other comments reflected individual learning needs. There was no common experience which teachers in-training identified as "least valuable".

The in-training teachers felt that parental involvement was important to a child's success. They worked to involve parents in their children's Reading Recovery™ Program in a variety of ways.

a) phone calls
b) observing a Reading Recovery™ lesson
c) written communication, such as progress reports
d) parent/teacher conferencing
e) attending Behind the Glass sessions
f) encouraging parents to listen to their child read the books and sentences sent home daily
g) informational programs demonstrating the Reading Recovery™ lesson

The in-training teachers have set goals for themselves for the 1991-92 year. The commonalities in their goals are:

a) refine their teaching and observation skills
b) communicate better with classroom teachers to insure the transfer of learning into the classroom setting
c) have more contact with parents, and work to improve parent involvement
d) conduct in-service sessions for other professionals, sharing their knowledge of effective teaching

The in-training teachers had good insights into how Reading Recovery™ training contributed to their growth as a teacher.

> "I have found this training to be invaluable not only with children in the program, but also with other students that I work with in the Chapter I program. It has taught me to be a better observer of children and the need to teach children to become independent."

> "Unbelievable! I feel I have used my training throughout my school day. The questions I ask in sessions are echoed in my afternoon kindergarten."

> "Rather than looking for weaknesses, I'm looking for strengths to build on. Specific praise is important, not just encouragement. And also - not to do for the child what he can do for himself. I am more confident in my own capabilities. I can identify specific strengths and needs of a student, and express them concisely to my colleagues."

> "It has made me more reflective of my teaching and allowed me to see personal strengths and weaknesses yet has improved my ability to be a decision-maker."

> "The on-site consultation has been especially helpful, helping me to refine my teaching and be more conscious of next steps."

"(1) The more varied your experiences, the more you contribute to your own growth. (2) Group interaction in class helped to clarify many of my own ideas."

"I feel like this is what I have been waiting to learn since I became interested in teaching."

Classroom Teachers

There were 80 surveys distributed to classroom teachers. The return rate was 79 of 80 or 98.7%. Overall classroom teachers on a scale of 1 (not a very good program) to 5 (a very good program) viewed the program as being a very good program with an average score of 4.7. They noted positive observable changes in the students participating in Reading Recovery™.

"I see very specific, tangible results, more consistent than with traditional remediation."

"She gets very excited when she can read a book to the class. Her reading has improved a great deal and she is becoming a much more independent worker."

"Reading Recovery™ students have more confidence and they are better risk takers. The students enjoy reading."

"Increased interest in books and awareness that the print carries the message! Positive self image - they can 'really' read and write! They are so proud of their progress, share with the class, practice at home and transfer their knowledge to the whole class reading practice. Other children begin to ask Reading Recovery™ students to help them!"

"Not only has their reading ability progressed and brought to grade level, their confidence and ability has carried over to other areas of the curriculum, namely writing and spelling."

"He has made great progress. Without it, he may have been tested for the Resource Room. The classroom teacher can't provide as intensive a program."

"I have been extremely pleased with the results I have seen in the children in my class that have been serviced by the program. I don't think they would have done nearly as well this year without the program. In fact I know they wouldn't have!"

"We are so lucky to offer this program to our at risk 1st graders! It has taught me some better methods of helping children learn to read too! They obviously can learn to accurately read and it's important to hold them accountable as they progress, in the classroom setting too. I am very pleased with the approach to reading and I am especially impressed with the amount of information (the Reading Recovery™) teacher is able to share about the student, and the reading process."

Administrators

There were 43 surveys distributed to administrators. The return rate was 41 of 43 or 95.3%

On a scale of 1 (not a very good program) to 5 (a very good program) administrators rated the program as a very good program with an average score of 4.9. The administrators indicated that Reading Recovery™ had a positive effect on the students, Reading Recovery™ teachers, classroom teachers, parents and the school as a whole. The following are a sample of comments made by administrators.

"It's been a great asset for us this year. Educationally its a giant missing piece of the puzzle that will help make us a great school."

"It has been beneficial - two children are doing well in average reading groups. Reading Recovery™ helped us diagnose our problems also."

"I have seen several students make excellent gains. One readiness referral is now working at the average of his 1st grade."

"I have seen a major impact. In one class at (our school), the Chapter 1 group has disappeared virtually."

"The children involved have made amazing gains in reading and writing. I am particularly impressed with the intervention before failure begins."

"Excellent! Each child, parent and teacher has had positive remarks about Reading Recovery™. Positive skill acquisition due to outstanding teachers as well as good program."

"Because of Reading Recovery™, our students have accelerated in their reading performance. They are able to take advantage of the learning opportunities that are provided in the classroom. Without Reading Recovery™, our students probably would have remained in the low achieving group."

"Excellent program. One on one has made a big difference for reading success of those participating. Program strategies are very effective. The expertise of the RR teacher makes the program."

Administrators primary concerns about Reading Recovery™ for next year are financial and wanting more teachers trained in order to serve more children.

"We need to expand the program to include all 1st graders who qualify and are in need."

"We need another teacher (or two) to meet the needs of our population and it is a hard sell in terms of the budget."

"...only that I wish we could serve more kids."

"Our only concern is State funding. Two of our teachers have been accepted for the 1991-92 school year."

"Is there funding to expand the program?"

One administrator captured the complexity of the Reading Recovery™ teachers' role in their schools:

".... the amount of time required to do everything that needs to be done. It is impossible to completely separate a person's job into two distinct elements. Those teachers who have participated have demonstrated a very high level of professionalism and have had to extend their work day on a regular basis. I believe the project is well worth the effort -but teachers certainly should be applauded for their extraordinary efforts."

Parents

There were 187 surveys distributed to parents of Reading Recovery™ children. The return rate was 166 of 187 or 88.9%. On a scale of 1 (not a very good program), to 5 (a very good program) parents viewed Reading Recovery™ as a very good program, giving it an average score of 4.8.

Following are a sample of the comments made by parents about how Reading Recovery™ affected their child's experience in school.

> "I feel the program made the difference between (my child) making it in school or not. It was that important and effective."
>
> "Extremely positive! His confidence in how he can perform in school has increased tremendously. I believe my son feels he can do anything now in school and loves learning."
>
> "It not only gave him self-confidence in the classroom and in reading but also with himself. He would have been lost and discouraged in school without it."
>
> "She looks forward to going to school every day, knowing she is going to be learning more each day."
>
> "It's made it so much more enjoyable for (my child). Before he didn't want to go to school because kids teased him about the way he read. Now he brings books to read to the kids."
>
> "She tells me she is able to read books to her class like the other kids. It's given her the confidence to try instead of just giving up."
>
> "Because (my child) was just barely six when he started first grade, the program helped him catch up with the rest of the class and won't be held back."
>
> "My daughter use to sound out every word when she read a book and it took her a long time. Reading Recovery™ taught her to think about what she is reading and the words seemed to come out more easily."
>
> "It has strengthened his skills considerably resulting in his moving up in reading groups. He really enjoys reading and can often be found reading without being asked to."
>
> "This program gave him a chance to work at his own individual pace so once he got passed certain areas that were difficult for him he was able to move along quite quickly. He went from a slow reading group into an average 1st grade reading group in a very short period of time."
>
> "Reading Recovery™ has helped (my child) gain confidence, not only in reading, but in other areas of learning as well. It has been an excellent means of correcting a learning difficulty early in a child's schooling."
>
> "I think (my child) has improved in all academic areas because of reading recovery. Her self esteem is improved and she is excited now about reading and is no longer frustrated."

Following are a sample of comments about what they would tell another parent about the program.

"That it will definitely have an improving effect on their child's schoolwork, self-confidence, and interest in school."

"It seems to work, I don't know if the program will work for every child but I think it is worth trying."

"The individualization for the child's needs, the patience of the well-trained teacher and the contact between the teacher and parent is wonderful."

"It's a positive, rewarding program and they must take full advantage of it."

"That this is a program every school should have if it can help children in a way that keeps their interest like this one has."

"It's the best program I've seen yet and would highly recommend it! It's remarkable!!"

"I'd tell them what a wonderful program it is. (My child) made more progress in 4 months than I expected him to make in his whole school year because of Reading Recovery™."

"It is a first-class program. It is reassuring that the program catches children at a very young age and rectifies a problem that could damage a child's entire school year."

"It was wonderful! Getting the private tutoring was an excellent opportunity, and inspired doing the same at home with a parent. I appreciate being taught."

The following are some general comments made by parents which seem to summarize their feelings about the impact of Reading Recovery™ on their children's learning to read.

"This program gave immediate reward to the child by showing him quick progress without frustration or intimidation which we felt was a big plus to a child just learning how to read. We support the program 100%."

"My daughter doesn't have to waste her energy on covering up her once inadequate capabilities. She reads fluently and enjoys it. It's not hard work or frustrating for her."

"(My child) has received a precious gift that will help her the rest of her life."

"(My child) has gone from barely any reading to reading her books, homework, etc. She has told me that everything is a lot easier now that she can read. I would just like to say thank you."

"I feel Reading Recovery™ has helped my child more than I could have done. She enjoys reading so much, now she does it as a hobby."

"Reading Recovery™ is an important tool for children. It stops a lot of problems with reading that stay with the children in upper grades. I regret my son didn't have the same opportunity that my daughter did."

"Without both the remedial reading and the Reading Recovery™ program, I believe (my child) would have been a lost soul this year. The new school reading program has not been to his benefit. This program has been a lifesaver. My compliments go out to both the (Reading Recovery™ teacher) and (the Chapter I teacher). Their patient caring attitudes has been exactly what (my child) needed. We're very grateful for this program, and hope that it will continue for years to come."

"Without programs like these, children often become embarrassed about how they read and go through school always at the bottom of the class. Without reading skills it is impossible to work well in any subject. Yet, take this extra time now, at the beginning, and these same kids are soon in the average to top of a class, never realizing they had trouble with reading in the beginning."

"This program is worth every cent spent on it. I hope that it can continue so other children can learn to love books the way my kids and I do."

"Reading Recovery™ has not only taught my daughter to read but also of self worth and accomplishment and a reason to keep learning."

"Reading Recovery™ has done so much for my child and myself. He is much happier with himself which makes me happier. I enjoy the parental part of his having to read his books at home because I find it exciting to actually see the progress he's making and with that, his enthusiasm growing. Learning to read in first grade does more than introduce them to literature, it affect their entire lives. Thanks to Reading Recovery™ my child can now read and he enjoys it."

"My child went from not being able to read one sentence to reading complete books. His reading potential is endless now that he has had the extra help to get him started. When I was going to school they did not have these programs and I had reading problems which ended up in me dropping out. I am very pleased to see that my child received the help that he needed early in life. I believe that without this program he too in years to come would have got frustrated and dropped out of school. Thank you for this program."

"My child is reading very well now and I must thank her Reading Recovery™ teacher for this, she has taken steps that I as a parent who doesn't like to read myself wouldn't have done!"

Project Continuation 1991 - 1992

There will be two in-training classes at separate sites during the 1991-92 school year. One will be held at a new training site in Jefferson and will include nine teachers in training from Berlin, Lancaster, Whitefield, Woodsville, Bath, Groveton and Littleton.

This 3 hour class will be taught by Ann Fontaine and will be held weekly.

The second in-training class will be held at the Concord Site at Kimball School and taught by Christine Chase. The 12 teachers in this class will come from Concord, Manchester, Raymond, Derry, Lebanon, Claremont, Hampton and No. Hampton.

Teachers in-training will attend a week long workshop at their respective sites in August. These sessions will prepare teachers to begin working with children as soon as schools open.

Teacher leaders will conduct six continuing contact classes for each of the two groups of previously trained Reading Recovery™ teachers. These sessions will be designed to review Reading Recovery™ procedures, as well as expand and refine their skills for observing and teaching children.

The New Hampshire Reading Recovery™ Site will organize and host the New England Reading Recovery™ Conference which will be held at the Sheraton Tara Hotel in Nashua, New Hampshire on October 10 and 11, 1991. New Hampshire teacher Leaders and trained Reading Recovery™ teachers will participate in the conference as facilitators and presenters.

In addition to training new teachers and following previously trained teachers, teacher leaders will offer in-service sessions to teachers, administrators and school boards on topics of interest and/or need. These inservices will be offered to districts which have teachers participating in the program. Awareness sessions will be offered in the spring for districts interested in participating in the program in the 1992-1993 school year. In the spring of 1992 all trained and in-training Reading Recovery™ teachers will participate in the collection of data in order to evaluate the continued effectiveness of Reading Recovery™ in New Hampshire. These data will be compiled by the teacher leaders into the 1991-92 state report. Separate sessions reporting the results of the first year of implementation of Reading Recovery™ in New Hampshire will be offered.

New Hampshire has been invited to participate in a national follow-up study of Reading Recovery™ students. We will examine the feasibility of undertaking this commitment.

The Concord training class will have 2 intern teacher leaders from Lesley College. These interns will observe the teacher leader role and gradually assume some of the responsibilities of the teacher leader as the yea: progresses.

New Hampshire teacher leaders will continue to improve their training skills by attending the New England Reading Recovery™ Conference in October, the Ohio Reading Recovery™ Conference in February and the Teacher Leader Institute held in June 1992. They will also make and receive colleague visits.

Teacher Leader Recommendations

1. Continue to maintain the integrity of the Reading Recovery™ Program in New Hampshire with a quality teacher training program for new teachers as well as continuing contact sessions for previously trained teachers.

2. Ensure that children receive lessons daily. The average number of lessons received by a discontinued Reading Recovery™ child in 1990-91 was 69.15 which was considered very good based upon the experiences of Ohio and New Zealand programs. The number of weeks these discontinued children took to complete their program, however, was 18.20. This number indicates that each child received 3.8 lessons per week. It will be a focus of this year's training program and continuing contact sessions that children receive instruction every school day.

3. Train teachers to help all Reading Recovery™ children to develop fluent writing vocabularies. Eighty-two percent of discontinued Reading Recovery™ children in 1990-1991 achieved a writing vocabulary equal to or exceeding the site average band. Therefore, 18% of these children who completed their program had not developed a fluent writing vocabulary equal to their peers. It will be a focus of the training class and continuing contact sessions that teachers be assisted in helping all of their students learn these necessary writing strategies.

4. Develop increased communication between Reading Recovery™ teachers, classroom teachers and parents about the progress of students. Contact with classroom teachers and parents will better enable the child to transfer his learning from Reading Recovery™ into the classroom and the home environment.

Appendix A

Reading Recovery™ Teachers and Schools in the Program - 1990 - 1991

NAME	SCHOOL AND TOWN
Judith Adams	Parker Varney Manchester
Bonnie Belden	Richards Elementary Newport
Ann Biebel	School Street School Lebanon
Elizabeth Carlson	Paul Smith Franklin
Charlotte Carle	Dublin Consolidated & Temple Elementary Dublin Temple
Phyllis Corbett	Northwest Manchester
Joanne Frigulietti	Peterborough Elementary Peterborough
Ann Fontaine	Richards Elementary Newport
Marilyn Ann Hurley	Benjamin Franklin Keene
Carol Lord	Richards Elementary Newport
Pat McGovern	Mt. Lebanon West Lebanon
Nancy Rice	Antrim Elementary Antrim
Betty Riley	Beech Manchester
Marjorie Shepardson	Mt. Caesar East Swanzey
Ann Silverstein	Enfield School Enfield
Helen Waterman	Pierce School & Hancock Elementary Bennington Hancock

NAME	SCHOOL AND TOWN
Diana Anderson	New Franklin School Portsmouth
Wendy Benger	Floyd School Derry
Virginia Carlson	Walker School Concord
Francine Chevrefils	Dewey School Concord
Christine Chase	Conant School Concord
Jacqueline Hamilton	Rumford School Concord
Gail La Jeunesse	Bales School Milford
Janet Monet	Lamprey River School Raymond
Mary Beth Morrill	Rumford School Concord
Suzanne O'Brien	Dewey School Concord
Nancy Orszulak	Campton Elementary School Campton
Ellie Papazoglou	Conant School Concord
Mary Ruedig	Dewey School Concord
Kathy Staley	Allen School Rochester
Beth Starr	Grinnell School Derry
Jade Warfield	Eastman School Concord

Class Roster Reading Recovery™ 1991 - 1992

CONCORD SITE

NAME	SCHOOL AND TOWN
Doris N. Rooker	Way School Claremont
Lee C. Brown	Bluff School Annex Claremont
Pauline A. Gruber	Conant School Concord
Julia Lee W. Proctor	Dame School Concord
Priscilla G. Ware	Grinnell School Derry
Teresa Marie Kellaway	Floyd School Derry
Suzette Keller	School Street School Lebanon
Herrika W. Poor	Mt. Lebanon School West Lebanon
Rebecca H. Ilfeld	Wilson School Manchester
Deborah Wood	Lamprey River Elementary School Raymond
Karin J. Jacobson	Centre School Hampton
Dorothy Regan	North Hampton Elementary School North Hampton

NORTH COUNTRY SITE

NAME	SCHOOL AND TOWN
Deborah McCrum	Marston School Berlin
Vicky C. Bailey	Groveton Elementary School Groveton
Lois D. Henson	Woodsville Elementary School Woodsville
Donna Hart	Woodsville Elementary School Woodsville
Marjorie E. Lane	Bath Village School Bath
Judy Erickson	C.D. McIntyre School Whitefield
Christine Smith	C.D. McIntyre School Whitefield
Ann Griffin	Lancaster Elementary School Lancaster
Virginia Clark	Lafayette Regional School Franconia

End of Year Questionnaire for Administrators

We are beginning to plan for next year's implementation of Reading Recovery in your school. You are a valuable partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. What impact has Reading Recovery had on the children in your school this year?

2. What do teachers in your school say about Reading Recovery?

3. What do parents say about the Reading Recovery program?

4. Circle the number below which best describes your view of Reading Recovery.

1	2	3	4	5
not a very good program				a very good program

5. What are your concerns about implementing Reading Recovery in your school next year?

Thanks again!

6/91

#3

Questionnaire for Teachers in Training (End of Year)

Please respond briefly to the following questions. Your responses will help us in planning for next year's training and implementation.

1. How has your view of the reading process changed this year?

2. How have your views of teaching reading changed?

3. How has your view of how children learn to read and write changed?

4. In your work with Reading Recovery, what have been the highlights of your teaching experience this year? Why?

5. In your work with Reading Recovery, what have been the least valuable experiences you have had this year? Why?

6. In what ways have you worked to involve parents in their children's Reading Recovery program? How has that made an impact?

7. As you think about your role and responsibilities in Reading Recovery for next year, what are some goals you have set for yourself?

8. In what ways has your Reading Recovery training contributed to your growth as a teacher?

9. Circle the number which best describes your answer. As a Reading Recovery teacher, how much have you learned this year?

1	2	3	4	5
nothing				a great deal

10. Other Comments:

Thanks!

6/91

#4

Questionnaire for Classroom Teachers

We are beginning to plan for next year's implementation of Reading Recovery in your school. You are a **VALUABLE** partner in this program, and we would appreciate your insights and suggestions so that we might continue to implement a quality program. Please briefly respond to the following questions and return this questionnaire to _____. Your comments are greatly appreciated.

1. Have any children from your classroom been involved in the Reading Recovery program this year?

   If so, how much has the Reading Recovery teacher let you know about the progress of this/these student(s)? Circle the appropriate number.

   1 2 3 4 5
   nothing — a great deal

2. What changes have you observed in children participating in the Reading Recovery program as they work in the classroom?

3. What do parents of Reading Recovery children say about the Reading Recovery program?

4. Are you interested in having more children from your classroom involved in the Reading Recovery program? Why or why not?

5. Circle the number below which best describes your view of Reading Recovery.

   1 2 3 4 5
   not a very good program — a very good program

6. Other Comments:

Thanks so much!

6/91

#5

Dear Parent(s):

We are thinking about the needs of children and their parents as we make plans for next year. Since your child was involved in Reading Recovery, we are asking you to help us think about how Reading Recovery affected your child and your family this year.

Please write brief answers to the following questions and send this paper back to school with your child. We really value your opinions. You answers are quite **IMPORTANT** to us as we plan for next year!

1. How has Reading Recovery affected your child's experience in school?

2. If you were telling another parent about the Reading Recovery program, what would you say?

3. Did the Reading Recovery teacher let you know about your child's progress? If so, how were you contacted?

4. Circle the number below which best describes your view of Reading Recovery.

1	2	3	4	5
not a very good program				a very good program

5. Other Comments:

Thanks so much for your support!

Sincerely,